

# Sample Questions for the Expert Level

Version 1.7









Gesellschaft für Technische Kommunikation – tekom Deutschland e.V.

Rotebühlstraße 64

70178 Stuttgart

As at: 25.07.2019

# Contents

|   |           |
|---|-----------|
| <b>Introduction .....</b>   | <b>9</b>  |
| <b>I            Information on Educational Objectives .....</b>   | <b>9</b>  |
| <b>II            Information about Sample Examination Questions .....</b>   | <b>10</b> |
| <br>  |           |
| <b>Mandatory area 1: Context analysis .....</b>   | <b>11</b> |
| <br>  |           |
| <b>M1 1    Legal and normative requirements .....</b>   | <b>11</b> |
| <b>M1 1.1    Legal requirements .....</b>   | <b>11</b> |
| M1 1.1.1 Risks and dangers associated with use of the product.....  | 11        |
| M1 1.1.2 Product safety.....  | 12        |
| M1 1.1.3 Duty to instruct.....  | 12        |
| M1 1.1.4 Legal consequences .....   | 12        |
| M1 1.1.5 Copyright and right of use .....   | 13        |
| M1 1.1.6 Data protection.....   | 13        |
| M1 1.1.7  Product compliance.....                                | 13        |
| M1 1.1.8  Legal research .....                                   | 14        |
| M1 1.1.9  Data protection and IT security.....                   | 14        |
| M1 1.1.10  Legal requirements placed on Document Management..... | 14        |
| <b>M1 1.2    Normative requirements.....</b>  | <b>15</b> |
| M1 1.2.1 Standards.....   | 15        |
| M1 1.2.2  Standardization .....                                | 15        |
| M1 1.2.3  In-house standardization in companies .....          | 16        |
| M1 1.2.4  Conformity with standards.....                       | 16        |
| M1 1.2.5  Researching information on standards .....           | 16        |
| <br>  |           |
| <b>M1 2    Target Groups and Country Specifics .....</b>  | <b>17</b> |
| <b>M1 2.1    Target Groups .....</b>  | <b>17</b> |
| M1 2.1.1 Documentation-relevant target group characteristics.....   | 17        |
| M1 2.1.2 Characterization of target groups.....   | 17        |

|               |   |           |
|---------------|---|-----------|
| M1 2.1.3      | <input checked="" type="checkbox"/> Target group analysis .....                   | 18        |
| M1 2.1.4      | <input checked="" type="checkbox"/> Trends in users' behaviors.....               | 18        |
| <b>M1 2.2</b> | <b>Country-Specific Requirements .....</b>  | <b>19</b> |
| M1 2.2.1      | Technical requirements .....  | 19        |
| M1 2.2.2      | Culturally specific aspects of the target group .....                             | 19        |
| M1 2.2.3      | <input checked="" type="checkbox"/> Legal and normative requirements .....        | 20        |
| <b>M1 3</b>   | <b>Products and Technologies .....</b>  | <b>20</b> |
| <b>M1 4</b>   | <b>Media .....</b>  | <b>20</b> |
| <b>M1 4.1</b> | <b>Products and Technologies.....</b>   | <b>20</b> |
| M1 4.1.1      | Product analysis.....   | 20        |
| M1 4.1.2      | <input checked="" type="checkbox"/> Analysis of use of product .....              | 21        |
| M1 4.1.3      | <input checked="" type="checkbox"/> Product features and information product..... | 21        |
| M1 4.1.4      | <input checked="" type="checkbox"/> Product technology .....                      | 21        |
| M1 4.1.5      | <input checked="" type="checkbox"/> Competitor analysis.....                      | 22        |
| <b>M1 4.2</b> | <b>Media.....</b>   | <b>22</b> |
| M1 4.2.1      | Types of media.....   | 22        |
| M1 4.2.2      | Publication media and output devices .....  | 23        |
| M1 4.2.3      | <input checked="" type="checkbox"/> Media standards.....                          | 23        |

**Mandatory area 2: Planning..... 24**

**M2 1 Support for the Product Life Cycle and Phases of Information Development ..... 24**

**M2 1.1 Product life cycle support..... 24**

M2 1.1.1 Basic principles of product life cycle..... 24

M2 1.1.2 Dovetailing the development of information products with product development..... 24

M2 1.1.3  Planning information products when product are launched ..... 25

M2 1.1.4  Planning information products in the event of product changes ..... 25

M2 1.1.5  Planning the correction of information products (without any modifications to the product)..... 25

M2 1.1.6  Dovetailing the development of information products with other business units ..... 26

**M2 2 Basics of Planning of Information Creation ..... 26**

**M2 2.1 Information creation planning ..... 26**

M2 2.1.1 Basic principles of information planning ..... 26

**M2 3 Basics of Project Management..... 27**

**M2 3.1 Project Management..... 27**

M2 3.1.1 Basic principles of project management ..... 27

**M2 4 Archiving..... 27**













**M2 4.1 Archiving ..... 27**

M2 4.1.1 Project archiving ..... 28

|  |           |
|--|-----------|
| <b>Mandatory area 3: Concept Development</b> .....                   | <b>29</b> |
| <br>   |           |
| <b>M3 1 Documents and Information Architecture</b> .....             | <b>29</b> |
| <b>M3 1.1 Information Products</b> .....                             | <b>29</b> |
| M3 1.1.1 Internal and external documentation .....                   | 29        |
| M3 1.1.2 Types of information products .....                         | 29        |
| M3 1.1.3 Function of information products .....                      | 30        |
| <b>M3 1.2 Information Architecture</b> .....                         | <b>30</b> |
| M3 1.2.1 Developing the information architecture .....               | 30        |
| M3 1.2.2 Structuring the information .....                           | 30        |
| M3 1.2.3 Metadata .....  | 31        |
| M3 1.2.4 <b>EX</b> Integration concept .....                         | 31        |
| <b>M3 1.3 Access</b> .....   | <b>32</b> |
| M3 1.3.1 Retrievability of information .....                         | 32        |
| M3 1.3.2 <b>EX</b> Availability of information products.....         | 32        |
| M3 1.3.3 <b>EX</b> Allocation of information to the product.....     | 33        |
| <br>   |           |
| <b>M3 2 Methods</b> .....  | <b>33</b> |
| <b>M3 2.1 Methods</b> .....  | <b>33</b> |
| M3 2.1.1 <b>EX</b> Standardization methods .....                     | 33        |
| <br>   |           |
| <b>M3 3 Content Management</b> .....                                 | <b>34</b> |
| <b>M3 3.1 Information flow</b> .....                                 | <b>34</b> |
| M3 3.1.1 Component-based content management and modularization ..... | 34        |
| <br>   |           |
| <b>M3 4 Component-based Content Management Systems</b> .....         | <b>34</b> |
| <b>M3 4.1 Tools for creating content</b> .....                       | <b>34</b> |
| M3 4.1.1 Tools for creating content .....                            | 34        |

**Mandatory area 4: Content Creation ..... 35**

|               |  |           |
|---------------|--|-----------|
| <b>M4 1</b>   | <b>Information procurement and sources.....</b>                          | <b>35</b> |
| <b>M4 1.1</b> | <b><del>EX</del> Information sources .....</b>                           | <b>35</b> |
| M4 1.1.1      | <del>EX</del> Higher-level information .....                             | 35        |
| M4 1.1.2      | <del>EX</del> Product-specific information.....                          | 35        |
| M4 1.1.3      | <del>EX</del> Internal or external sources .....                         | 36        |
| <b>M4 1.2</b> | <b>Acquisition and selection of information.....</b>                     | <b>36</b> |
| M4 1.2.1      | <del>EX</del> Organizational aspects .....                               | 36        |
| M4 1.2.2      | Methods .....  | 36        |
| M4 1.2.3      | Selection of information .....   | 37        |
| <b>M4 2</b>   | <b>Text and tables.....</b>  | <b>37</b> |
| <b>M4 2.1</b> | <b>Concept Development.....</b>  | <b>37</b> |
| M4 2.1.1      | Text design concept.....   | 37        |
| M4 2.1.2      | Table concept .....  | 38        |
| M4 2.1.3      | Layout concept .....   | 38        |
| M4 2.1.4      | Concepts for safety notes and warning messages.....                      | 38        |
| <b>M4 2.2</b> | <b>Content Creation.....</b>   | <b>39</b> |
| M4 2.2.1      | Basic principles of information processing and imparting knowledge ..... | 39        |
| M4 2.2.2      | Text creation.....   | 39        |
| M4 2.2.3      | Table creation .....   | 39        |
| M4 2.2.4      | Creation of safety notes and warning messages .....                      | 40        |
| <b>M4 2.3</b> | <b>Tools for creating content (text and tables) .....</b>                | <b>40</b> |
| M4 2.3.1      | Text editors.....  | 40        |
| M4 2.3.2      | DTP programs .....   | 40        |
| M4 2.3.3      | Tools for generating PDF files .....                                     | 41        |
| M4 2.3.4      | <del>EX</del> Help Authoring Tools (HAT).....                            | 41        |

|               |   |           |
|---------------|---|-----------|
| <b>M4 3</b>   | <b>Graphics and Images</b>  | <b>41</b> |
| <b>M4 3.1</b> | <b>Concept Creation</b>   | <b>41</b> |
| M4 3.1.1      | Graphics concept  | 41        |
| M4 3.1.2      | Image concept   | 42        |
| <b>M4 3.2</b> | <b>Content creation (Graphics and Images)</b>   | <b>42</b> |
| M4 3.2.1      | Creating graphics   | 42        |
| M4 3.2.2      | Creation of Images  | 42        |
| <b>M4 3.3</b> | <b>Tools for Content Creation (Graphics and Images)</b>   | <b>43</b> |
| M4 3.3.1      | Graphics and image editors  | 43        |
| M4 3.3.2      | Tools for recording screenshots and screen sequences  | 43        |
| <b>M4 4</b>   | <b>Integration and Editing</b>  | <b>43</b> |
| <b>M4 4.1</b> | <b> Content Integration</b>              | <b>43</b> |
| M4 4.1.1      |  In-house documentation                 | 44        |
| M4 4.1.2      |  Supplier's documentation              | 44        |
| M4 4.1.3      |  Service provider's documentation      | 44        |
| M4 4.1.4      |  Certificates and declarations         | 45        |
| <b>M4 5</b>   | <b>Quality Assurance</b>  | <b>45</b> |
| <b>M4 5.1</b> | <b>Quality Assurance of the Information Product Content</b>   | <b>45</b> |
| M4 5.1.1      |  Basic principles of Quality Assurance | 45        |
| M4 5.1.2      | Quality Assurance for text, illustrations and structure   | 46        |
| M4 5.1.3      |  Checking content is factually correct | 46        |
| M4 5.1.4      |  Supplier's documentation              | 46        |
| M4 5.1.5      |  Service provider's documentation      | 47        |
| M4 5.1.6      |  Certificates and declarations         | 47        |
| M4 5.1.7      |  Test                                  | 47        |
| M4 5.1.8      |  Approval                              | 48        |

|               |   |           |
|---------------|---|-----------|
| <b>M4 6</b>   | <b>Media Production for Print Media .....</b> | <b>49</b> |
| <b>M4 6.1</b> | <b>Print Media .....</b>                      | <b>49</b> |
| M4 6.1.1      | Typesetting and layout (DTP) .....            | 49        |
| M4 6.1.2      | PDF generation .....                          | 49        |



## Introduction

This document contains **sample** examination questions the likes of which can be used in the examination. They are intended for orientation purposes only and do not claim to reflect all topic areas of the tekomp competence framework.

### I Information on Educational Objectives

In accordance with the qualification levels of the European Qualification Framework (EQF), the educational objectives “Ⓐ Knowledge, Ⓑ Knowledge/Comprehension, Ⓒ Skills/Application” have different characteristics regarding content depth, scope and cognitive processing level of the educational content. The following describes the educational objectives that apply to different qualification levels.

Modeled after Bloom’s Taxonomy of Educational Objectives:

- **Verbs indicating the acquisition of knowledge (Ⓐ Knowledge) are:** invoke, specify, list, note, enumerate, describe (data, facts), determine (data, facts), represent, define, name, depict (data, facts), complete, reproduce
- **Verbs indicating the acquisition of comprehension (Ⓑ Knowledge/Comprehension) are:** select, justify, describe (correlations), determine (contexts), classify, explain, clarify, formulate, contrast (data, facts), identify (correlations), arrange, depict (correlations), transmit, distinguish, illustrate, summarize
- **Verbs indicating the acquisition of skills (Ⓒ Skills/Application) are:** deduce, produce, be able to apply, carry out, evaluate, edit, assess, calculate, demonstrate, discuss, perform, create, find out, interpret, indicate, design, solve, plan, compare, use, associate

#### Professional Level

- **Ⓐ Knowledge** (EQF 4): Reproduction of factual knowledge, terms, simple definitions, data, events or rough representations of theories, remembering and reproduction of facts, terms, concepts and answers.  
Example of an educational objective: “To know the definition of product safety”
- **Ⓒ Skills/Application** (EQF 4): Ability to use facts, application of methods, implementation of processes.  
Examples of an educational objective: “To be able to correctly formulate warning messages”, “To know the process as well as the different phases of information development”

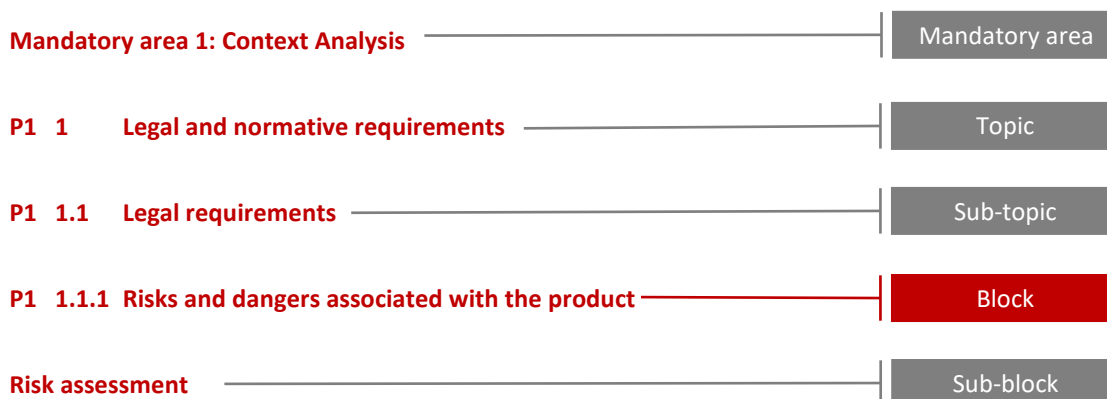
#### Expert Level

- **Ⓑ Knowledge/Comprehension** (EQF 5):  
**Knowledge:** Reproduction of factual knowledge, terms, simple definitions, data, events or rough representations. Remembering and reproduction of facts, terms, concepts and answers  
 Example of an educational objective: “To know the definition of HTML”  
**Comprehension:** Formulation and explanation of issues in one’s own words, representation of theories, constructs and laws, understanding correlations, organization, comparison, interpretation, description, reproduction of main ideas regarding facts, terms, ideas and concepts in own words.  
 Example of an educational objective: “To understand the advantages and disadvantages of modular information development”

- © **Skills/Application** (EQF 5): Ability to use facts, application of methods, implementation of processes, autonomous problem solving, even in new situations.  
Examples of educational objectives: “To be able to develop a structuring concept”, “To be able to conduct an analysis for product use”

## II Information about Sample Examination Questions

Sample examination questions are categorized by **blocks**.



Every sample examination question has an **educational objective** and a **degree of difficulty**.

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What are the criteria for a risk assessment? <b>Name</b> 3 criteria. [4]  | Ⓐ                     | **                   |
| How is the formulation of safety notes and warning messages related to risk assessment? <b>Explain</b> the correlation. [47]  | Ⓑ                     | ***                  |
| Which media trends will change technical documentation in the coming 10 years? <b>Name</b> 3 media trends and <b>apply</b> each trend to technical documentation in 1 to 2 sentences, using examples. [290] | Ⓒ                     | **                   |
| What are the types of danger that can be caused by a product? <b>Classify</b> these and <b>give</b> an example. [10]  | Ⓑ                     | *                    |

### Legend

- The verbs **marked yellow** (e.g., name, clarify) indicate the educational objective. The allocation of possible verbs to educational objectives is provided under *Information on Educational Objectives, Pg. 9* in this document.
- Educational objectives Ⓐ Knowledge and Ⓒ Skills/Application for the Professional Level qualification
- Educational objectives Ⓑ Knowledge/Comprehension and Ⓒ Skills/Application for the Expert Level qualification
- Degrees of difficulty: \* ≙ easy | \*\* ≙ medium | \*\*\* ≙ difficult

## Mandatory area 1: Context analysis

### Class recommendation

- Professional: 1.5 coins (45 hours)
- Expert: 3 coins (90 hours)

## M1 1 Legal and normative requirements

### M1 1.1 Legal requirements

The legal requirements placed on an information product affect, among other things, the risks and hazards associated with the product, product safety, duty to instruct or compliance. Only some of the legal requirements and obligations that apply when placing products on the market are a direct result of legal provisions. Court decisions continue to be hugely significant. The legal provisions for information products are derived from the legal provisions for the condition of products and are also designated as the “duty to instruct”.

All the legal requirements that apply to an information product are determined and documented as a result of an analysis. These requirements are stated in concrete terms during the concept development phase.

### M1 1.1.1 Risks and dangers associated with use of the product

|  | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which 3 measures does a risk assessment suggest to consider for an optimal reduction of risks associated with the use of the product? Describe the measures in chronological order. [37] | Ⓑ                     | **                   |
| How is the drafting of safety notes and warning messages related to the risk assessment? Please explain. [47]  | Ⓑ                     | ***                  |
| What is the difference between safety notes and warning messages? [1323]   | Ⓑ                     | **                   |
| Draft a warning message using an example of your choice. [1323]  | Ⓒ                     | **                   |
| How is risk assessment related to target group analysis? Please explain. [44]  | Ⓑ                     | **                   |
| Name the signal words to indicate possible harm to persons. Why should they never be used to indicate possible damage to property? [1325]  | Ⓑ                     | **                   |

### M1 1.1.2 Product safety

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which is the preferable approach: Preventing risks by design or by instruction? Please explain. [1169]   | ⓑ                     | *                    |
| Is there a need to warn it the hazardous situation is obvious for the user? [42]   | ⓑ                     | **                   |
| What does the obligation to monitor the products placed on the market include? [1326]  | ⓑ                     | ***                  |
| Explain the importance of health and safety law. What are the consequences if the market surveillance authorities deem your product as dangerous? [1327]             | ⓑ                     | *                    |
| Why is it so important to know the applicable product health and safety law of the target market? What are the consequences if your product is not compliant? [1328] | ⓑ                     | **                   |

### M1 1.1.3 Duty to instruct

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Explain the importance of defining the intend use of a product. Has the technical writer also to consider the foreseeable misuse? [1330] | ⓑ                     | **                   |
| Why has a product to be accompanied by instructions for use? Name 4 reasons and explain them briefly. [1329]                             | ⓑ                     | **                   |
| Name and explain 4 aspects of “Design and structure of instructions” that are defined in standards or guidelines. [1297]                 | ⓑ                     | ***                  |

### M1 1.1.4 Legal consequences

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Explain the difference between product health and safety law on one hand and product liability law on the other hand? [1331]  | ⓑ                     | **                   |
| Which are the possible consequences in terms of product health and safety law and in terms of product liability law if the instructions for use are not complete? Explain in 2 to 3 sentences. [1332] | ⓑ                     | ***                  |
| What is the object of contract law? How does the contract law reflect to technical documentation? Explain by using an example. [1333]   | ⓑ                     | **                   |
| Can contractual agreements overrule the health and safety law requirements for your product? [1334]   | ⓑ                     | ***                  |

### M1 1.1.5 Copyright and right of use

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What does a copyright notice indicate? Explain in 2 to 3 sentences. [34]  | ⓑ                     | **                   |
| What needs to be checked and specified if you put an image files on the Internet? Explain in 1 to 2 sentences. [51] | ⓑ                     | *                    |
| Are websites also protected by copyright law? [52]  | ⓑ                     | ***                  |

### M1 1.1.6 Data protection

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What does “automated processing” mean in the context of data protection? Explain the correlation. [56]   | ⓑ                     | **                   |
| Explain the difference between data protection and IT security with 2-3 sentences. [1335]  | ⓑ                     | **                   |
| Name 3 examples for personal data of an individual person. Are they still considered as personal data if they are pseudonymized? [1336]                              | ⓑ                     | *                    |
| Explain the difference between pseudonymization and anonymization. In which case data can’t be considered as personal data anymore? [1337]                           | ⓑ                     | **                   |
| Name 3 goals which shall be ensured through data protection legislation. [1338]  | ⓑ                     | *                    |
| In which context could personal data be handled in the technical documentation department or a service provider for technical communication? Give 3 examples. [1339] | ⓑ                     | **                   |

### M1 1.1.7 Product compliance

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What does it mean to place a product on the market? Explain the concept in the context of technical communication in 3 to 4 sentences. [27]                                | ⓑ                     | ***                  |
| Which role does technical documentation play within the context of the EC conformity assessment, the EC declaration of conformity and the CE marking? Please explain. [41] | ⓑ                     | **                   |
| Which role do certified bodies play within the concept of CE-marking? [68]   | ⓑ                     | ***                  |

### M1 1.1.8 Legal research

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which resources are suitable for doing a research of the legal framework? [58]   | ⓑ                     | *                    |
| Is there any obligation to conduct research on standards? Explain in 1 to 2 sentences. [33]  | ⓑ                     | **                   |
| Who can help you to find the applicable legislative health and safety requirements of the target market for you product? Name at least one example. [1340] | ⓑ                     | **                   |
| Where can you get information about the applicable health and safety requirements within the European Union? [1341]  | ⓑ                     | *                    |

### M1 1.1.9 Data protection and IT security

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What must companies ensure when it comes to data protection? Explain in 2 to 3 sentences. [1299]  | ⓑ                     | **                   |
| In the process of creating information products, where do aspects of data and IT security come into play? Explain in 2 to 3 sentences. [1300] | ⓑ                     | *                    |
| Name 3 common methods to ensure IT security. [1342]   | ⓑ                     | *                    |
| Is the data protection legislation applicable to company secrets? Explain why yes or why not. [1343]  | ⓑ                     | *                    |
| With respect to which aspects has a technical documentation department to take into account IT-Security measures? [1344]                      | ⓑ                     | **                   |

### M1 1.1.10 Legal requirements placed on Document Management

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is the difference between backup and archiving? Explain in 2 to 3 sentences. [53]                        | ⓑ                     | **                   |
| What does it mean to make archiving compliant with audit requirements? Explain in 2 to 3 sentences. [54]      | ⓑ                     | **                   |
| What are the economic consequences of poor document management? Name and explain 3 consequences briefly. [55] | ⓑ                     | ***                  |

## M1 1.2 Normative requirements

National and supranational standards specify further requirements placed on information products in concrete terms. A standard contains a definition of the requirements placed on technical equipment, components, system modules and technical interfaces, processes and procedures.

Standards do not have any legally binding status because they are produced by private standards bodies rather than by government legislation. They are essentially applied on a voluntary basis. Nevertheless, the application of standards may be made mandatory by legal regulations. The following requirements placed on Technical Documentation as a result of technical standards are liable to constant change at both national and international level.

All the normative requirements that apply to an information product are determined and documented as a result of analyzing applicable standards. These requirements are stated in concrete terms during the concept development phase.

### M1 1.2.1 Standards

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is the difference between standards and directives? Explain the difference and name 2 corresponding examples each. [305] | ⓑ                     | *                    |
| Name and briefly explain two differences between ANSI Z535 and ISO 3864. [40]   | ⓑ                     | **                   |

### M1 1.2.2 Standardization

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Are there standards that are valid globally? Explain your answer giving 2 examples. [45]                       | ⓑ                     | **                   |
| Name 2 international standardization organizations and two national standardization organizations. [1345]      | ⓑ                     | *                    |
| What is a Type A standard? Explain in 1 to 2 sentences and give an example. [59]                               | ⓑ                     | *                    |
| Briefly explain the process of developing an international standard. [60]                                      | ⓑ                     | **                   |
| Which elements form the entire title of a standard? [1346]   | ⓑ                     | *                    |
| Explain the difference between a horizontal standard and a vertical standard? Give an example for each. [1347] | ⓑ                     | **                   |

### M1 1.2.3 In-house standardization in companies

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| In what areas are factory standards applied? Explain in 2 to 3 sentences. [61]   | ⓑ                     | *                    |
| Which is the difference between a factory standard and a specification? Are they in competition with each other? Explain in 2 to 3 sentences. [62] | ⓑ                     | ***                  |
| Is a style guide a factory standard? Explain the connection in 2 to 3 sentences. [63]  | ⓑ                     | **                   |

### M1 1.2.4 Conformity with standards

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is the role of checklists in standards? Name and explain it. [29]  | ⓑ                     | *                    |
| What is the purpose of a requirement specification? Explain in 3 to 4 sentences. [65]   | ⓑ                     | **                   |
| How can you ensure conformity with a standard if the standard does not include a checklist? Explain how you would proceed? [1348] | ⓑ                     | ***                  |
| Name at least 3 verbal forms which express requirements in standards. [1349]  | ⓑ                     | *                    |
| Who is allowed to assess conformity with a standard? [1350]   | ⓑ                     | **                   |
| Explain how conformity can be assessed through a desk research and which prerequisites have to be fulfilled. [1351]               | ⓑ                     | ***                  |
| Name at least three empirical methods to assess conformity and explain them with 1-2 sentences. [1352]                            | ⓑ                     | ***                  |

### M1 1.2.5 Researching information on standards

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which online platforms for researching international standards do you know of? Name 2 options and give an advantage and disadvantage of each. [1301] | ⓑ                     | **                   |
| Name 2 options for researching international standards. [1353]   | ⓑ                     | **                   |



## M1 2 Target Groups and Country Specifics

### M1 2.1 Target Groups

Target group descriptions characterize the users of an information product in a given usage situation. Every information product must be easily understandable and usable for its target group. One must know the information product's target group and its requirements in order to achieve this. The characteristics of the information product can be determined and derived from this starting point.

Relevant features describe target groups and usage situations. Various methodological approaches make it possible to follow a systematic procedure when analyzing target groups and their usage situation.

A target group analysis produces specific guidance on how to develop a product.

#### M1 2.1.1 Documentation-relevant target group characteristics

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is the relation between text comprehensibility and target groups? Name 3 aspects that explain this relation. [48]                              | Ⓑ                     | ***                  |
| What characteristics do you use to describe a usage environment as part of a usage context analysis? Name 3 characteristics and explain these. [98] | Ⓑ                     | **                   |
| How can you determine a target group's awareness level for technologies? Explain in 3 to 4 sentences. [72]  | Ⓑ                     | **                   |

#### M1 2.1.2 Characterization of target groups

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| How can target groups differ? Name 3 aspects and point out the differences. [544]   | Ⓑ                     | **                   |
| Why is it important to consider the usage environment in technical documentation? Explain in 3 to 4 sentences using the example of "service documentation for excavators". [71] | Ⓒ                     | ***                  |
| Why is it important to know the awareness level for technologies when creating information products? Explain in 3 to 4 sentences. [73]  | Ⓑ                     | **                   |

### M1 2.1.3 Target group analysis

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which analysis methods do you know to identify prior knowledge and requirements of a target group with respect to an information product? Name and describe one method. [16] | ⓑ                     | **                   |
| What are the differences between various methods of target group analysis? Name 2 methods and one advantage and one disadvantage of each. [46]                               | ⓑ                     | ***                  |
| From which sources can you collect empirical data for a target group analysis? Name 4 sources and explain which source you would choose for which purpose. [50]              | ⓒ                     | ***                  |

### M1 2.1.4 Trends in users' behaviors

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| “Usage of media, and especially the Internet, exceedingly serve to retreat into personalised worlds. This trend will characterize media usage in 2024, among other things”. WDR mediagroup published this trend. What does this trend mean for technical documentation? Explain in 3 to 4 sentences using the example of a “excavator maintenance manual”. [74] | ⓒ                     | ***                  |
| Which requirements do users place today on the technical documentation of washing machines, for instance? Name and deduce 3 requirements. [99]  | ⓒ                     | **                   |
| Several studies show that the reading skills of users are declining. How does this affect the creation of technical documentation? Deduce consequences in 3 to 4 sentences. [1305]  | ⓒ                     | **                   |

## M1 2.2 Country-Specific Requirements

Information products for different countries and markets must meet country-specific requirements. These include:

- Technical requirements
- Culturally-specific aspects of the target group
- Legal and normative requirements

Taking these requirements into account in the information product is relevant when it comes to placing the product on the market, product compliance and usability. Information on this can be obtained directly from destination countries, from technical requirements and product specifications, from contracts or by research.

The resulting requirements placed on information products must be taken into account during concept development and be implemented when the product is produced.

### M1 2.2.1 Technical requirements

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which country-specific technical requirements influence the design of an information product? Name and explain 3 requirements. [1306]  | ⓑ                     | *                    |
| You are responsible for the instructions for use for an electric toothbrush. The product will be marketed internationally. What do you need to consider when designing the device description? Explain in 2 to 3 sentences. [1187] | ⓑ                     | ***                  |
| Are there different technical requirements for the German, American and Chinese markets that influence the design of an information product for a washing machine? Describe in 2 to 3 sentences. [1188]                            | ⓑ                     | **                   |

### M1 2.2.2 Culturally specific aspects of the target group

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What are the requirements of international target groups on the creation of technical documentation? Name 4 requirements and explain them. [102]                   | ⓑ                     | *                    |
| What makes technical documentation neutral to specific cultures? Name 4 aspects and explain them. [101]  | ⓑ                     | ***                  |
| What culturally specific differences in information processing can you expect from an international target group? Name and describe 3 possible differences. [1189] | ⓑ                     | **                   |

### M1 2.2.3 Legal and normative requirements

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Describe 2 country-specific requirements on information products. [1190]                                      | Ⓑ                     | **                   |
| Name and explain 3 country-specific standards or guidelines in the context of technical documentation. [1191] | Ⓑ                     | *                    |
| What is the purpose of country-specific standards and guidelines? Discuss in 3 to 4 sentences. [1192]         | Ⓑ                     | **                   |

## M1 3 Products and Technologies

### M1 4 Media

#### M1 4.1 Products and Technologies

Before developing an information product, the characteristics of the product and the resulting requirements placed on the information product must be determined. Conversely, the information product may result in requirements being placed on the product.

An information product must describe all relevant functions and conditions for users. The product structure and possible versions which must be taken into account in the information product are determined when analyzing the product. The use of a product in every phase of the product's life-cycle is another aspect of product analysis. The product technology that is used is also investigated and conclusions are drawn regarding its degree of familiarity and the expected knowledge of users. Allowance must be made for possible interactions between the information product and the product. The features of the product, such as a display, have, for instance, an influence on how an information product can be provided.

The results of this process step must be taken into account during concept development and be implemented when the product is produced.

#### M1 4.1.1 Product analysis

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is product analysis? Define the term and name the objectives of a product analysis. Using an example, explain when during the information development process you carry out a product analysis. [992] | Ⓑ                     | ***                  |
| Which outcomes of a product analysis are important for technical documentation? Explain in 2 to 3 sentences. [1193]  | Ⓑ                     | **                   |
| What is the procedure for a product analysis? Describe the procedure in 3 to 4 sentences using an example. [1194]  | Ⓒ                     | **                   |

### M1 4.1.2 Analysis of use of product

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What methods do you know that can be used to analyze product use? Name 2 methods and, giving an example, explain the possible results of the methods. [1195] | Ⓒ                     | **                   |
| Describe a method you know to analyze product use. Briefly explain the associated planning, execution and evaluation. [1196]                                 | Ⓑ                     | **                   |
| Using an example, explain in 3 to 4 sentences how you can use the results of a product use analysis for the concept of an information product. [1197]        | Ⓒ                     | ***                  |

### M1 4.1.3 Product features and information product

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Name and explain 3 specific requirements on electronic information products. [1198]                                   | Ⓑ                     | *                    |
| Name and explain 3 possible product features that can influence the concept of an information product. [1199]         | Ⓑ                     | **                   |
| Using an example, describe in 3 to 4 sentences how an information product can place requirements on a product. [1200] | Ⓑ                     | ***                  |

### M1 4.1.4 Product technology

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What potential consequences from an analysis of applied product technologies can you derive for the concept of the information product? Explain 2 consequences, using an example. [1201] | Ⓒ                     | ***                  |
| How do you determine whether a particular product technology is already known in the market? Explain your approach in 3 to 4 sentences. [1202]   | Ⓑ                     | **                   |
| What methods of determining the awareness level for a product technology do you know? Name 3 methods and describe one method in 3 to 4 sentences. [1203]                                 | Ⓑ                     | *                    |

### M1 4.1.5 Competitor analysis

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is a competitor analysis? Explain the term and its relation to technical documentation. [1204]                  | ⓑ                     | *                    |
| What methods of analyzing competitors do you know? Name 3 methods and explain one method in 3 to 4 sentences. [1205] | ⓑ                     | **                   |
| How does a competitor analysis benefit technical documentation? Explain in 3 to 4 sentences. [1206]                  | ⓑ                     | ***                  |

### M1 4.2 Media

Information products can be made available to the user using various media. When creating an information product, a decision must be made as to which types of media are most suitable under the given underlying conditions. Use by the target group, the product that is to be described, how the information product can be displayed on the various output devices and which media standards can be used are all factors that are relevant to this decision.

The results of this process step are used for media planning.

#### M1 4.2.1 Types of media

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Name 3 different static types of media or forms of presentation and describe how they can be applied in instructions for use in one sentence each. [1207]  | ⓑ                     | **                   |
| What are dynamic types of media or forms of presentation? Name 3 types of media or forms of presentation and explain one meaningful application in instructions for use. [1208]  | ⓑ                     | ***                  |
| What is the advantage of interactive types of media or forms of presentation when compared to static types of media or forms of presentation in the context of repair instructions? Describe in 2 to 3 sentences. [1209] | ⓑ                     | **                   |

### M1 4.2.2 Publication media and output devices

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Name 3 publication media and the corresponding output formats, and explain one intended use case each for technical documentation. [1210]                              | ⓑ                     | *                    |
| What are input devices? Name 2 devices and explain 2 advantages and disadvantages from the point of view of excavator maintenance personnel. [1211]                    | ⓑ                     | ***                  |
| What are output devices? Name 3 different output devices and describe a meaningful use case for a type of media or form of presentation for each output device. [1212] | ⓑ                     | ***                  |

### M1 4.2.3 Media standards

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Name and explain 3 different technical standards for encoding content. [1213]             | ⓑ                     | *                    |
| Which media standards for audio content do you know? Name and explain 2 standards. [1214] | ⓑ                     | **                   |
| Name and explain 2 media standards for interactive content. [1215]                        | ⓑ                     | **                   |

## Mandatory area 2: Planning

### Class recommendation

- Professional: 0.5 coins (15 hours)
- Expert: 1 coin (30 hours)

## M2 1 Support for the Product Life Cycle and Phases of Information Development

### M2 1.1 Product life cycle support

Information products offer the user assistance in various phases of a product's life-cycle, e.g. installation, commissioning, use, maintenance and disposal.

Distinctions are made between planning the creation of an information product based on product development, product changes and the need to modify an information product without modifying the product.

The content of an information product is inextricably linked to information from other business units, e.g., Development, Marketing, Training and Customer Service. In order to create information products effectively and efficiently, the need to coordinate timings with these other business units must also be taken into account.

Project planning results are used in the next phases.

### M2 1.1.1 Basic principles of product life cycle

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What are the different phases of a product life cycle? Name 3 phases and a specific documentation type for each phase, and describe the potentials for re-using content between the 3 documentation types. [20] | ⓑ                     | ***                  |
| Name and briefly describe the different product life cycle phases. [1216]   | ⓑ                     | *                    |
| What is the correlation between the product life cycle and technical documentation? Explain the correlation. [989]  | ⓑ                     | **                   |

### M2 1.1.2 Dovetailing the development of information products with product development

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| How can the development process of the information product be linked reliably to the development process of the actual product? Name and describe 2 possibilities. [1217]                                 | ⓑ                     | **                   |
| Why should the creation of the information product occur in parallel to the development of the actual product? Name and describe one reason. [415]  | ⓑ                     | *                    |
| What can happen if the product specification does not correspond to the developed product? Describe the consequences in 3 to 4 sentences, taking into account the information development process. [1010] | ⓑ                     | ***                  |



### M2 1.1.3 Planning information products when product are launched

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Explain 3 different reasons for changes to technical documentation after publication in one sentence each. [255]                      | ⓑ                     | **                   |
| Who will primarily make during the execution of the creation process of technical documentation? Describe in 2 to 3 sentences. [1218] | ⓒ                     | *                    |
| Who can make changes to the documentation during product development? Describe in 2 to 3 sentences. [1219]                            | ⓑ                     | *                    |

### M2 1.1.4 Planning information products in the event of product changes

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is “versioning”? Define the term and explain it using an example. [319]   | ⓑ                     | **                   |
| How can documents or information objects be versioned? Describe 2 possibilities. [1220]  | ⓒ                     | *                    |
| How can changes made to the product or to technical documentation (for example, in a tacit acceptance procedure) be communicated? Describe your approach. [1221] | ⓒ                     | ***                  |

### M2 1.1.5 Planning the correction of information products (without any modifications to the product)

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| How do you prioritize corrections or change requests for documentation? Name and explain 3 criteria. [338]                                   | ⓒ                     | ***                  |
| In which situations do you need to change the technical documentation when the product itself does <u>not</u> change? Name 3 examples. [356] | ⓒ                     | **                   |

### M2 1.1.6 Dovetailing the development of information products with other business units

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Suppose you want to offer digital information products to your users in the future. Which departments of the company do you need to get on board and why? Explain your approach in 3 to 4 sentences. [1222] | ⓑ                     | ***                  |
| What role does Sales play for technical documentation? Explain the connection in 3 to 4 sentences. [1223]   | ⓑ                     | *                    |
| What is e-commerce? What role can e-commerce play in technical documentation? Define e-commerce and explain its role in 3 to 4 sentences. [1224]  | ⓑ                     | **                   |

## M2 2 Basics of Planning of Information Creation

### M2 2.1 Information creation planning

The requirements placed on every information product differ in each project. This is why planning the creation of information for individual detailed tasks must be set up specifically. This includes defining how the process is organized and which resources are needed in order to achieve implementation.

It includes defining how the process is organized, which resources are needed in order to achieve implementation, what knowledge the executing employees must have, which interfaces must be taken into account and which requirements have to be met in order for all the individual sub steps in the information development process to run smoothly. The basis of planning is usually provided by empirical values obtained from previous projects.

The entire information development process (time, tasks, contents and workflow) is devised in advance during information creation planning.

#### M2 2.1.1 Basic principles of information planning

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What does information development mean in the context of technical documentation? Define the term and describe the relevance of information development for technical documentation. [425] | ⓑ                     | *                    |
| What are the time-critical phases in information development? Name 2 phases and justify your choice. [911]   | ⓑ                     | **                   |
| Which roles are involved in the different phases of the information development process? Name 5 roles and describe the tasks that these roles carry out. [995]                             | ⓑ                     | ***                  |

## M2 3 Basics of Project Management

### M2 3.1 Project Management

Project Management involves organizing, executing and monitoring the information product's development process and process steps, working tasks and resources.

This is where project details are specified and planned. The required Project Management techniques and tools are also described.

The result of Project Management highlights the scope and effort required for the information product creation project and is implemented in subsequent phases.

#### M2 3.1.1 Basic principles of project management

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Who are the stakeholders in a documentation project? Name 3 stakeholders and give a brief outline of their tasks in a project. [431]  | Ⓑ                     | **                   |
| What is the difference between a functional specification and a requirement specification? Explain how these two concepts are different. [258]                                      | Ⓑ                     | *                    |
| Which industry-specific, standardized guidelines do you know for requirements specifications and their handling? Explain the guidelines in 2 to 3 sentences using an example. [230] | Ⓒ                     | ***                  |

## M2 4 Archiving

### M2 4.1 Archiving

All the relevant project information, project results and information products must be archived in order to complete a project. Electronic archiving enables non-modifiable, long-term retention of electronic information. Various concepts and organizational schemes are adopted in order to ensure systematic archiving. Electronic archiving is assisted by various tools, the functions they provide and their components.

All the project results and project-relevant information are archived as a result of this process step.

### M2 4.1.1 Project archiving

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which storage media are suitable for archiving? Name 3 media and explain in 1 to 2 sentences the advantages and disadvantages of each. [164] | ©                     | **                   |
| What is archiving? Define the term in brief and explain the need for archiving using 2 examples. [262]                                       | Ⓑ                     | **                   |
| What is the purpose of archiving as opposed to data backup? Explain in 2 to 3 sentences. [1226]  | Ⓑ                     | ***                  |

## Mandatory area 3: Concept Development

### Class recommendation

- Professional: 2 coins (60 hours)
- Expert: 3 coins (90 hours)

## M3 1 Documents and Information Architecture

### M3 1.1 Information Products

Different information products may differ fundamentally in terms of their characteristics and function. The first task when developing a concept is, at the highest level, to define which type of documentation is involved, which type of information product is being created and what its communicative function is. The product life-cycle is an important starting point for this purpose. For each phase of the product life-cycle, the user needs different information that has to be documented for the user.

The concept for information products defines the features and characteristics of the information products.

#### M3 1.1.1 Internal and external documentation

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is the difference between internal and external documentation? Describe the difference and give 2 examples for each. [269]                          | Ⓑ                     | **                   |
| Which documents can be considered external documentation? Explain the term “external documentation” and give 4 examples of external documentation. [396] | Ⓑ                     | *                    |
| What tasks do internal technical documents fulfill? Name 3 different tasks and mention an information product for each task. [276]                       | Ⓑ                     | **                   |

#### M3 1.1.2 Types of information products

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is the difference between instructions for use and an operation manual? Explain the difference using 2 examples. [1307]   | Ⓑ                     | **                   |
| What are the differences between the different types of technical documentation? Name 3 distinguishing aspects of different types of technical documentation. Specify the characteristics of 4 types of technical documentation. [328] | Ⓑ                     | ***                  |
| What is the correlation between product, target groups and documentation type? Explain the correlation. [934]  | Ⓑ                     | ***                  |

### M3 1.1.3 Function of information products

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Explain the term “text function”; name and explain 3 different, basic text functions. [1228]   | ⓑ                     | *                    |
| What is the difference between content and function at the information product level? Explain this difference using examples for different information products. [936] | ⓑ                     | ***                  |
| What is the difference between the type of an information product and its function? Define and explain the terms “type” and “function”. [1013]                         | ⓑ                     | **                   |

### M3 1.2 Information Architecture

The information architecture specifies which contents are incorporated in the information product with which structure, which function and at what depth. The fundamental principles for the information architecture, such as target group analysis and usage situation, are evident from the context analysis.

The way in which other contents are to be integrated, e.g., into supplier’s documentation, must also be defined. Necessary meta data for managing contents must be defined.

The information architecture provides the structural and content-related concept for developing information products.

#### M3 1.2.1 Developing the information architecture

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is information architecture? Define the term and describe its role in technical documentation. [23]  | ⓑ                     | *                    |
| Name the difference between these three tasks: (a) structuring information, (b) modularizing information, and (c) standardizing information. What are the respective results of these stages? [277] | ⓒ                     | **                   |
| What difficulties can arise when using an information architecture in the further information development process? Name 2 difficulties and describe how you will tackle them effectively. [387]     | ⓒ                     | ***                  |

#### M3 1.2.2 Structuring the information

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is the structure for step-by-step task instructions? Demonstrate the structure using an example. [318]      | ⓒ                     | ***                  |
| What techniques can you use to structure large volumes of content? Name and describe one technique. [1229]       | ⓑ                     | **                   |
| How can you classify information? Name 3 different information classes and describe their characteristics. [931] | ⓑ                     | **                   |

### M3 1.2.3 Metadata

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is metadata? Explain the term in 3 to 4 sentences using an example. [284]   | Ⓒ                     | **                   |
| Why is metadata important for technical documentation? Explain in 3 to 4 sentences. [1174]   | Ⓑ                     | *                    |
| Name 5 examples of metadata in the context of a maintenance manual. Name the actual metadata and then give an example of its content. [1230] | Ⓒ                     | ***                  |

### M3 1.2.4 Integration concept

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Which aspects does a checklist for supplier documentation include? Name 3 aspects with 2 sub-aspects each. For example: Aspect (1) Language; Sub-aspect (1a) Original language/Project language, (1b) Foreign language [21] | Ⓑ                     | ***                  |

### M3 1.3 Access

Straightforward, quick access by the user is an essential prerequisite for effective, efficient use of an information product and its contents. This is why, before starting to create an information product, it is necessary to define how such access is to be made possible and what methods and technical options are to be used. It must also be ensured that the information product and its contents can be allocated to the respective product or product function in an error-free manner.

The concept for access defines accessibility and hence the usability of the information product.

#### M3 1.3.1 Retrievability of information

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| “Always use the same term for a particular fact, be it an activity or an object. Avoid using words with similar meanings, so-called synonyms”. Discuss this statement in the context of search engine optimization in 3 to 4 sentences. [1175] | Ⓒ                     | ***                  |
| In which situations is a list of abbreviations useful? Describe 2 use cases. [401]   | Ⓑ                     | **                   |
| Which references are not permitted in external technical documentation? Explain 2 examples in 3 to 4 sentences. [285]  | Ⓒ                     | ***                  |

#### M3 1.3.2 Availability of information products

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What minimum content must instructions for use contain? Briefly describe the minimum content. [117]   | Ⓑ                     | *                    |
| Is it sufficient to provide instructions for use for download on the Internet? Explain in 2 to 3 sentences using an example. [120]              | Ⓑ                     | **                   |
| Which requirements must the content of information products meet so users can use them in the best possible way? Describe 4 requirements. [422] | Ⓑ                     | ***                  |



### M3 1.3.3 Allocation of information to the product

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What criteria do you use to select the appropriate documentation medium? Name 4 criteria and explain them. [797]   | Ⓑ                     | **                   |
| From a user's perspective, which information is difficult to understand when it is transmitted digitally? Explain one scenario in 4 to 5 sentences. [1232] | Ⓑ                     | ***                  |
| What are the limitations of printed information? Explain one scenario in 4 to 5 sentences. [1233]  | Ⓑ                     | ***                  |

## M3 2 Methods

### M3 2.1 Methods

Methods are especially important in order to standardize contents, composition and creation processes. Established methods include, e.g., controlled language, document templates or DTDs. Various technologies and software-supported processes can assist implementation and application.

The particular methods that can be applied for particular information products are defined in the methodological concept.

Information concerning standardization through terminology can be found in the separate description of the support process.

### M3 2.1.1 Standardization methods

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What preparations must be carried out before you can introduce standardization? Explain in 3 to 4 sentences. [114] | Ⓒ                     | **                   |
| Is the style guide an internal or external document? Give reasons for your answer. [410]                           | Ⓑ                     | *                    |
| How does a "Controlled Language Checker" work? Describe in 3 to 4 sentences. [960]                                 | Ⓑ                     | ***                  |

## M3 3 Content Management

### M3 3.1 Information flow

There are various methods of creating an information product efficiently and, in doing so, taking into account the different requirements placed on an information product as well as differences between various information products: Component-based Content Management, Information Management and Document Management.

The concept for the information flow must ensure that content and documents can be easily found and re-used.

#### M3 3.1.1 Component-based content management and modularization

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What do you call the procedure for cross-media publication? Name the term and describe the procedure for implementing cross-media publication. [357] | ©                     | ***                  |
| What is the difference between module-based documentation creation and document-based documentation creation? Explain 3 differences. [1047]          | ⓑ                     | ***                  |
| Why is it important to choose a well thought-out naming convention for modules? Give 2 reasons. [856]  | ⓑ                     | **                   |

## M3 4 Component-based Content Management Systems

### M3 4.1 Tools for creating content

Special-purpose tools are used for creating contents depending on the media types to be produced and the target formats.

Contents are integrated into an information product in the following media production process phase.

#### M3 4.1.1 Tools for creating content

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What are the different types of content management systems and what are the differences between them? Name 2 different types and explain the differences between them. [964]                  | ⓑ                     | **                   |
| What are the pros and cons of XML-based content management systems? What are the alternatives? Name 3 advantages and 3 disadvantages and 2 alternatives. Give reasons for your answer. [1024] | ⓑ                     | ***                  |
| What are the differences between a document in markup language and a PDF file? Name 3 differences and explain them. [1037]  | ⓑ                     | ***                  |

## Mandatory area 4: Content Creation

### Class recommendation

- Professional: 7 coins (210 hours)
- Expert: 8 coins (240 hours)

## M4 1 Information procurement and sources

### M4 1.1 Information sources

Information from in-house company or external sources is needed in order to develop an information product. It is necessary to know what sources there are and what information they can supply. The reliability of the relevant source and the quality of its information must be estimated.

As a result of this process step, the sources which are available for acquiring information are known.

### M4 1.1.1 Higher-level information

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which information sources provide the necessary information for your technical documentation? Name and describe 5 company-internal sources. [1234]   | Ⓑ                     | *                    |
| How do you organize a maintainable sophisticated and efficient information procurement process for technical documentation to ensure you include every information source? Explain your approach in 4 to 5 sentences. [1176] | Ⓒ                     | ***                  |
| Which information sources can you use to determine high-level topics for which you must procure information for your technical documentation? Name and describe 4 different sources. [1235]                                  | Ⓑ                     | **                   |

### M4 1.1.2 Product-specific information

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is a product analysis and what is a task analysis? Define both terms. [642]  | Ⓑ                     | *                    |
| What is a task analysis? Define the term and name the objectives of a task analysis. Using an example, explain the stage of the information development process at which you carry out a task analysis. [999] | Ⓒ                     | **                   |
| How is a task analysis carried out? Describe the process. [863]   | Ⓑ                     | **                   |

### M4 1.1.3 Internal or external sources

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which analyses are useful at the start of the information development process? Name 3 analyses and give reasons for your answer. [898]                     | Ⓑ                     | ***                  |
| Which external information sources can facilitate information procurement? Name and describe 3 sources. Elaborate on the advantages of the sources. [1236] | Ⓑ                     | **                   |
| How can you assess information sources? Name and describe 3 possible criteria. [1237]  | Ⓑ                     | **                   |

### M4 1.2 Acquisition and selection of information

The information that is used as the basis for creating content can be obtained by using various methods. In order to design this effectively and efficiently, an implementation process must be planned and organized and the technologies that are used for this purpose must be made available.

Information thus acquired must be assessed for its relevance and selected accordingly.

This process step produces the information needed for content creation.

### M4 1.2.1 Organizational aspects

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Which information procurement processes do you know? Describe one process and elaborate on the individual process steps. [1238]                   | Ⓑ                     | *                    |
| Which technologies can you use to provide information? Describe 3 different technologies. Name one advantage and one disadvantage of each. [1239] | Ⓑ                     | ***                  |
| Which technologies can you use to procure information? Describe 3 different technologies. Name one advantage and one disadvantage of each. [1240] | Ⓑ                     | ***                  |

### M4 1.2.2 Methods

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| In a research interview, when should one ask open questions and when should one ask closed questions? Name 2 use cases and justify them. [435] | Ⓑ                     | **                   |
| What is the difference between open and closed questions? Define the terms and name 2 advantages and 2 disadvantages of each. [1241]           | Ⓑ                     | **                   |
| What are funnel questions and how do you use them? Define the term, name the objectives of this method and provide an example. [879]           | Ⓒ                     | *                    |

### M4 1.2.3 Selection of information

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What are the characteristics of technical documentation that is based on use cases? Name 3 characteristics and give reasons for your answer. [1242] | ©                     | ***                  |
| How do you determine the content of technical documentation? Describe your approach. [930]  | ⓑ                     | **                   |
| What criteria do you know to process and refine information? Name and describe 3 criteria. [1243]   | ⓑ                     | *                    |

## M4 2 Text and tables

### M4 2.1 Concept Development

The intelligibility, acceptance and fitness for purpose of information products depend largely on the way in which their content is presented. Information products with a consistent look and uniform structure have a positive impact on users and also improve the effectiveness and efficiency with which information can be developed.

Information products can contain various types of media, e.g., graphics or audio.

A design and deployment concept in which the main underlying conditions and targets are defined must be created for each type of media. These definitions are valid for several information products as a rule. An editorial guide is a frequent form of such stipulations.

The content presentation concept defines the design of the information product in terms of media.

#### M4 2.1.1 Text design concept

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What criteria do you use to select a font for media-neutral information? Name and discuss 2 criteria. [1244]     | ©                     | **                   |
| What should you keep in mind when selecting fonts for formulas? Name and discuss 2 selection criteria. [1245]    | ©                     | **                   |
| Which different format types do you know for text processing? Name 3 types and give one example for each. [1246] | ©                     | **                   |

### M4 2.1.2 Table concept

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Are table columns part of the structure or the layout? Give reasons for your answer. [295]  | Ⓑ                     | **                   |
| For which information can you use tables in technical documentation? Give an example and explain why tables are useful in that situation. [316]   | Ⓒ                     | *                    |
| Tables are often used in technical documentation, for example, to look up information or for clear presentation of options or operating elements. What is the advantage of tables over running text for readers? Give reasons for your answer. [1000] | Ⓑ                     | ***                  |

### M4 2.1.3 Layout concept

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What does “separation of content and layout” mean? Explain where and why this separation is used. [296]               | Ⓑ                     | **                   |
| What is the difference between a layout on paper and a layout on a screen? Name 4 differences and explain them. [938] | Ⓑ                     | ***                  |
| What defines a design concept? Describe in 2 to 3 sentences. [1131]   | Ⓒ                     | **                   |

### M4 2.1.4 Concepts for safety notes and warning messages

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| How can you indicate potential material damage? Use an example to describe the structure of a corresponding warning message. [1247] | Ⓒ                     | **                   |
| What are the 3 signal words for physical injury? Name the signal words in English and define the 3 danger levels. [1248]            | Ⓑ                     | **                   |
| Why should safety notes and warning messages be standardized? Give 3 reasons. [1308]  | Ⓒ                     | ***                  |

## M4 2.2 Content Creation

The contents of the information product are assembled from the procured, selected information based on the concept development approach adopted. The created contents must take into account the specific requirements imposed by the type of media used. Knowledge concerning information processing and imparting knowledge is taken into account.

The contents for the information product that is to be created are available as a result of content creation.

### M4 2.2.1 Basic principles of information processing and imparting knowledge

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Which characteristics impact the readability and legibility of a text? Name 3 characteristics and explain them. [393]              | ⓑ                     | *                    |
| What does “reader guidance” mean? Explain the term and describe how it can be implemented. [386]                                   | ⓒ                     | **                   |
| What is the difference between data, information and knowledge? Define the 3 terms and establish the connection between them. [26] | ⓑ                     | ***                  |

### M4 2.2.2 Text creation

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What do you call the words “should” and “must” in the sample sentences below?<br>– “Maximum power should be used for a short time only.”<br>– “The spare fuse must be reordered immediately.” [399] | ⓑ                     | *                    |

### M4 2.2.3 Table creation

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| How do you process and prepare information for tables? Name and describe the individual steps of the procedure. [1249]  | ⓑ                     | **                   |
| Name and describe 3 general requirements on data identification in tables. [1250]   | ⓑ                     | ***                  |
| Which Gestalt laws or principles of grouping are used for tables? Name 2 Gestalt laws or principles of grouping and explain your answer in 3 to 4 sentences. [1251] | ⓒ                     | **                   |

### M4 2.2.4 Creation of safety notes and warning messages

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What are the design elements in a standards-compliant warning message? Select and name a standard and describe the design elements that it defines for warning messages using a concrete example. [1252] | ©                     | **                   |
| Where can you place warning messages? Describe 4 placement options in one sentence each. [1133]  | ©                     | **                   |
| How can warning messages be structured in a standards-compliant manner? Describe the structure by using a concrete example. [1134]   | ©                     | ***                  |

### M4 2.3 Tools for creating content (text and tables)

Special-purpose tools are used for creating contents depending on the media types to be produced and the target formats.

Contents are integrated into an information product in the following media production process phase.

Special tools are used for content creation depending on the media types and target formats to be created.

In the subsequent process phase of media production, the content is integrated into an information product.

#### M4 2.3.1 Text editors

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is a text editor? Describe its basic function and name 2 advantages and 2 disadvantages of a text editor. [1153]  | Ⓑ                     | *                    |
| What functions can a text editor <u>not</u> do? Describe 3 functions that a text editor cannot perform in the context of technical documentation and offer a possible solution. [1136] | ©                     | ***                  |
| Which properties of a text can a text editor store and which can it not store? Name 3 properties. [1137]   | ©                     | *                    |

#### M4 2.3.2 DTP programs

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What are the pros and cons of using XML? Give 3 arguments in favor of and 3 arguments against the use of XML and explain them. [978] | Ⓑ                     | ***                  |
| What are the differences between a document in markup language and a PDF file? Name 3 differences and explain them. [1037]           | Ⓑ                     | ***                  |
| What is the difference between a text editor and a DTP program? Name and describe 3 differences. [1140]                              | ©                     | **                   |



### M4 2.3.3 Tools for generating PDF files

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What do you need to keep in mind when creating PDF files that are delivered digitally to customers? Name 3 aspects that are irrelevant for print files. [1142] | ©                     | ***                  |
| What are some advantages of a proprietary tool for creating PDF files over an open source tool? Name and explain 3 advantages. [1254]                          | ©                     | **                   |
| How are PDF files generated? Describe the process. [1143]  | ©                     | **                   |

### M4 2.3.4 Help Authoring Tools (HAT)

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is a Help Authoring Tool? Explain in 2 to 3 sentences. [1255]  | ⓑ                     | *                    |
| What are the tasks and functions of Help Authoring Tools? Name and explain 3 different tasks or functions. [1256] | ⓑ                     | **                   |
| Where can Help Authoring Tools be used? Explain 3 use cases. [1257]   | ©                     | **                   |

## M4 3 Graphics and Images

### M4 3.1 Concept Creation

The intelligibility, acceptance and fitness for purpose of information products depend largely on the way in which their content is presented. Information products with a consistent look and uniform structure have a positive impact on users and also improve the effectiveness and efficiency with which information can be developed.

Information products can contain various types of media, e.g., graphics or audio.

A design and deployment concept in which the main underlying conditions and targets are defined must be created for each type of media. These definitions are valid for several information products as a rule. An editorial guide is a frequent form of such stipulations.

The content presentation concept defines the design of the information product in terms of media.

#### M4 3.1.1 Graphics concept

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| How can you establish a text-image reference in technical documentation? Name 4 aspects and explain them. [412]       | ⓑ                     | *                    |
| What do you have to bear in mind when using colors for international graphics? Name 2 aspects and explain them. [430] | ⓑ                     | **                   |

### M4 3.1.2 Image concept

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What roles can images play in technical documentation? Name and explain 3 different functions by using examples. [1258]    | ⓑ                     | **                   |
| Which types of images do you know? Name 3 types of images and describe their intended purpose in one sentence each. [1147] | ⓒ                     | **                   |
| What roles can images play in technical documentation? Describe 3 different functions and their intended purpose. [1149]   | ⓒ                     | ***                  |

### M4 3.2 Content creation (Graphics and Images)

The contents of the information product are assembled from the procured, selected information based on the concept development approach adopted. The created contents must take into account the specific requirements imposed by the type of media used. Knowledge concerning information processing and imparting knowledge is taken into account.

The contents for the information product that is to be created are available as a result of content creation.

#### M4 3.2.1 Creating graphics

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is an exploded-view drawing? How can you integrate an exploded-view drawing into technical documentation? Define the term and explain the process in 2 to 3 sentences. [1150] | ⓒ                     | ***                  |
| Which file formats for graphics do you know? Name 2 formats for 2 different output media and name one advantage and one disadvantage of each. [1259]                               | ⓑ                     | ***                  |
| Which graphics data from engineering can you meaningfully use in technical documentation? Describe 2 different use cases. [1152]   | ⓒ                     | **                   |

#### M4 3.2.2 Creation of Images

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| How do you add a caption to an image in technical documentation? Name 2 criteria and give one negative and one positive example. [1260] | ⓒ                     | ****                 |
| Which storage formats for images do you know? Name 2 different formats and give one advantage and one disadvantage for each. [1309]     | ⓒ                     | **                   |
| Name and describe 3 aspects that you need to take into account when creating screenshots. [1310]  | ⓒ                     | **                   |

### M4 3.3 Tools for Content Creation (Graphics and Images)

Special-purpose tools are used for creating contents depending on the media types to be produced and the target formats.

Contents are integrated into an information product in the following media production process phase.

#### M4 3.3.1 Graphics and image editors

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What basic functions does an image editing software perform? Name 5 functions. [131]   | ⓑ                     | *                    |
| Which suitable image editing programs for technical documentation do you know? Name 3 different programs and briefly explain an advantage of each program. [132] | ⓑ                     | **                   |
| What basic functions does a graphics editing software perform? Name 5 functions. [133]   | ⓑ                     | *                    |

#### M4 3.3.2 Tools for recording screenshots and screen sequences

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What is the difference between a screencast and desktop sharing? Describe in 2 to 3 sentences. [1261]              | ⓒ                     | ***                  |
| Which process is usually used to create a screen video? Describe the process in brief. [1262]                      | ⓑ                     | **                   |
| What do you need to keep in mind when creating screenshots in technical documentation? Name 3 requirements. [1159] | ⓒ                     | *                    |

## M4 4 Integration and Editing

### M4 4.1 Content Integration

An information project may comprise content originating from in-house and/or external sources. These contents must be edited and integrated in accordance with logical, content-related conceptual principles in order to achieve consistent presentation.

This process step produces all the contents for the information product in accordance with the requirements and conceptual specifications for media production.

### M4 4.1.1 In-house documentation

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What are the advantages of in-house documentation? Discuss 3 advantages. [1263]       | ©                     | **                   |
| What are the disadvantages of in-house documentation? Discuss 3 disadvantages. [1264] | ©                     | **                   |
| Which factors characterize in-house documentation? Discuss 3 factors. [1265]          | ©                     | **                   |

### M4 4.1.2 Supplier's documentation

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What information do you need to provide to your suppliers in the context of technical documentation? Explain 3 different types of information. [1266]                 | Ⓑ                     | **                   |
| What content from suppliers do you need to incorporate into your instructions for use in accordance with standards or guidelines? Discuss 3 types of contents. [1267] | ©                     | **                   |

### M4 4.1.3 Service provider's documentation

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Describe an efficient communication process between manufacturer and service provider in the context of information product creation in 3 to 4 sentences. Elaborate on possible methods and tools. [1268]    | ©                     | ***                  |
| Which documents should you submit to a service provider, and how, for the purpose of technical documentation to ensure a smooth process to create information products? Name and explain 4 documents. [1269] | Ⓑ                     | **                   |
| How do you organize an approval process for an information product that is developed in cooperation with a service provider? Explain in 3 to 4 sentences. [1270]   | ©                     | **                   |

#### M4 4.1.4 Certificates and declarations

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Which certificates and declarations are part of the content of technical documentation? Name 3 different certificates or declarations and describe the content of the certificate or declaration in one sentence each. [1271] | Ⓑ                     | ***                  |
| Must a copy of the EU declaration of conformity be enclosed with the product? Explain this in 1 to 2 sentences. [100]   | Ⓑ                     | **                   |
| When must an installation declaration be integrated into technical documentation? What elements must an installation declaration contain? Describe and explain this in 3 to 4 sentences. [1272]                               | Ⓒ                     | ***                  |

### M4 5 Quality Assurance

#### M4 5.1 Quality Assurance of the Information Product Content

Created contents must undergo Quality Assurance, e.g., by checking

- Text, presentation and structure,
- Content-related and factual correctness,
- Compliance with design and editing specifications,
- Information's consistency with the product,
- Eliminated noise,
- The fact that external contents match the requirements defined from the outset.

Quality Assurance results in approved content which is suitable for use in the media production process.

#### M4 5.1.1 Basic principles of Quality Assurance

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| What criteria can be used to assess the quality of technical documentation? Name 4 quality criteria and give reasons for selecting them. [402]   | Ⓑ                     | *                    |
| What must be taken into account when several authors work on technical documentation? Name 4 aspects and explain them. [411]   | Ⓑ                     | *                    |
| During the quality assurance of technical documentation, what content do you verify, based on risk assessment? Describe the idea of risk assessment in 4 to 5 sentences and give 2 aspects of risk assessment that impact technical documentation. [369] | Ⓒ                     | **                   |

### M4 5.1.2 Quality Assurance for text, illustrations and structure

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Editing verifies that the technical documentation meets certain quality criteria. Name 3 quality criteria and explain each criterion using a concrete example. [1273] | ©                     | **                   |
| Name and describe 5 aspects to consider during quality assurance of images that were created by an international team. [1275]   | ©                     | ***                  |

### M4 5.1.3 Checking content is factually correct

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| How do you check the content of technical documentation for factual correctness? Describe the basic procedure and elaborate on 3 aspects in 3 to 4 sentences. [1276] | ©                     | **                   |
| Which processes and systems ensure the correctness of technical documentation? Explain 4 processes or systems in 4 to 5 sentences. [1277]                            | ⓑ                     | ***                  |
| How can you make review phases more effective? Discuss in 4 to 5 sentences. [1278]   | ©                     | **                   |

### M4 5.1.4 Supplier's documentation

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| How do you verify supplier documentation? Describe the process in 3 to 4 sentences. [1279]  | ⓑ                     | ***                  |
| Which criteria does a quality checklist for supplier documentation contain? Name and explain 4 criteria. [1280]   | ⓑ                     | **                   |
| Which quality features for supplier documentation do you know? Name and explain 4 features for a product from the field of mechanical and plant engineering. [1281] | ©                     | **                   |

### M4 5.1.5 Service provider's documentation

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What is a translation service provider responsible for? Name a standard that defines this. Also name 3 requirements arising from this standard that are applicable to translation service providers. [1282] | ©                     | ***                  |
| Which criteria does a quality checklist for service provider documentation contain? Name and explain 4 criteria. [1283]   | ⓑ                     | **                   |
| Which quality features for documentation service providers do you know? Name and explain 4 features for a product from the field of mechanical and plant engineering. [1284]                                | ©                     | **                   |

### M4 5.1.6 Certificates and declarations

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| You are tasked to verify an EC declaration of conformity for completeness. How would you go about it? Briefly describe your method and elaborate on 4 check points. [1285]   | ©                     | **                   |
| You have to verify an installation declaration for completeness. How would you go about it? Briefly describe your method and elaborate on 4 check points when doing so. [1286]   | ©                     | **                   |
| Which declarations and certificates belong into a technical documentation? Name and explain 3 declarations and certificates. Also elaborate on the positioning or sequence of documents within the technical documentation. [1287] | ⓑ                     | **                   |

### M4 5.1.7 Test

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| What does "usability" mean in the context of technical documentation? Define the term. [407]  | ⓑ                     | *                    |
| How do you ensure that usability tests add value for the information development process? Name and explain 2 aspects. [1288]            | ⓑ                     | **                   |
| What is the correlation between usability and quality of information products? Illustrate the correlation by stating 6 criteria. [1042] | ⓑ                     | ***                  |

**M4 5.1.8**  **Approval**

| Question  | Educational objective | Degree of difficulty |
|---|-----------------------|----------------------|
| Who is usually responsible for approving the technical documentation? Explain in 1 to 2 sentences. [694]              | Ⓑ                     | **                   |
| How is the final correction pass organized? Describe the process. [872]   | Ⓑ                     | ***                  |
| Describe a typical approval process for technical documentation? Describe the process and the tasks it entails. [377] | Ⓒ                     | ***                  |



## M4 6 Media Production for Print Media

### M4 6.1 Print Media

Print media in the literal sense are hardcopy printed materials. However, because print production usually requires a PDF file as an intermediate step, here we will deal primarily with creating PDF files. PDF files can be used both for creating printed materials as well as for electronic publication. Depending on the printing technology used, certain requirements must be met during the media production of a printed product.

Aspects of typesetting and layout must be taken into consideration when producing a print medium. When creating a PDF, different parameters must be set depending on the display medium and output device. If the generated PDF file is delivered in electronic form, for instance, aspects such as copy protection and security as well as linking must be taken into account in the document.

This process step produces a PDF file which can be published electronically or non-electronically (e.g., printed).

#### M4 6.1.1 Typesetting and layout (DTP)

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Name 3 layout variants and, using an example, describe one use case for these in technical documentation. [1289]                           | Ⓑ                     | **                   |
| Name and describe 4 elements of a design grid. [1290]  | Ⓑ                     | *                    |
| What specifications are required to divide the available information space into a uniform grid? Name and describe 5 specifications. [1311] | Ⓑ                     | ***                  |

#### M4 6.1.2 PDF generation

| Question   | Educational objective | Degree of difficulty |
|--|-----------------------|----------------------|
| Name 3 advantages and 3 disadvantages of PDFs. Explain them briefly. [287]   | Ⓑ                     | *                    |
| What must a PDF/A contain, what can a PDF/A contain, and what must it not contain? Name 2 criteria about what it must contain, 2 criteria about what it can contain and 2 criteria about what it must not contain. [176] | Ⓑ                     | **                   |
| What must be borne in mind during PDF generation? Explain 2 potential problems that may arise if this is not observed. [1291]  | Ⓑ                     | ***                  |